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Who's Who in the Profession—K. W. Bookwalter

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In the Editor's Corner

The guest editorial for this issue is written by Dr. Karl W. Bookwalter, Director of Research for the School of Health, Physical Education and Recreation at Indiana University, and a former editor of the *Physical Educator*.

It's Later Than You Think

LIFE, TO THE ALERT and ambitious is a race between gaining personal achievement and recognition, and serving our fellow man or profession. Without some personal growth, our service to society would not be at its best. A nice balance must be struck.

In such a dual quest, time is of the essence for "it is later than you think!" For one reason, our ability to acquire new power decreases with age, and another, we have less and less time left in which to serve as we procrastinate.

Our raison d'etre is that we may leave this world a little better because we have passed through it. Some would deny this idealistic view. But for those above average in power and opportunity, it appears to be only just. Hence a major purpose in life is to contribute to the good of all through our special excellencies. Certainly the college man is of this gifted class.

Evaluate your fulfillment of these two missions, achievement and service! With your higher powers the gift of God, your higher training the gift of certain man and society in general (your education costs *far* more than you put in it.), your obligation is doubly great. Are your expanded salary check, your grandiose title, and your academic degrees your only claim to greatness?

The paths to and from our libraries and work rooms in our higher institutions are strewn with the carcasses of procrastinating or indifferent members of our great profession. We have files cluttered with "all buts" who fail to finish out their work toward higher degrees.

An honest, Christian, capable instructor and candidate for a higher degree frankly admitted to his committee his sole reason for the degree was to attain a raise in rank and salary. His character, at least, his courage, we don't impugn but his contribution to his indebted profession must be wishfully awaited. More "steam" requires more "fire" in the "boiler" than that. We must have "heat," "light," and "power"!

Will your profession be better because you passed by? Will you repay your debt to society? Then *bestir yourself*. "It's later than you think!"

K. W. Bookwalter

The Role of Recreation in a School Guidance Program

Elmer D. Mitchell

IT IS MORE AND MORE being recognized that a high school student's preference in recreation furnish definite clues as to his or her later preference in work. This conclusion has been substantiated by a study of all the incoming freshman students at the University of Michigan over a period of twenty-five years. The information used as a basis for these conclusions was taken from the Freshman Application Entrance Blanks which are sent out to high school seniors from the office of the Registrar. These blanks contain the students' expression of likes concerning the academic subjects which he liked most while in high school, the organized extra-curricular activities in which he engaged, and the out-of-school recreational interests which most attracted him. The statistical information thus obtained was evaluated and compared from the standpoint of some twenty different lines of professional specialization within the University. A chart or profile shows the distinctive interests of each group as compared with other groups.

Inasmuch as these personal history blanks are an important factor in the acceptance or non-acceptance of a student in the University, it is very evident that the blanks are filled out with the utmost of care with the cooperation of the school principal and the parents of the particular individual concerned. The case histories of approximately 30,000 entering men and women students give very accurate evidence which is significant when related to the particular department of the University, i.e., Law, Engineering, etc., in which the student expresses his intention to study.

Some Findings for Boys

It was found that the students of Law and of Journalism, for example, whose interests are quite similar, indicated as a group decided preferences for classroom subjects of a social nature, such as History, English, Language, Economics, Sociology, and Civics, and at the same time for organizations of the social type such as debating, dramatics, school newspapers and publications, school politics, parties, etc. Their interests are of expressive nature, whether verbal or written. In physical activities they preferred the type of athletics which usually is featured by country clubs; to be exact, golf, tennis, swimming, handball, and dancing as examples.

In contrast, the Engineering students show an entirely different line of interests. Their interests run to physical properties and to natural phenomena rather than social. They are apt to dislike History, English, and Language; but to enjoy Mathematics, Physics, Chemistry, Manual Training, and Mechanical Drawing. They are especially interested in experimental and collecting hobbies. These hobbies closely resemble their work. It is a small jump from model aeroplanes to aeronautics; from homemade radio sets to electrical engineering. In their active sports, the engineering students as a group prefer the informal type.

The Physical Education group and the Forestry group are quite similar in enjoying an active outdoor life. They do, however, differ in their choice of sports. The Physical Education group stands head and shoulders above other groups in their liking for team games. The Foresters, on the other hand, are outstanding in their liking for informal recreation, such as camping, woodcraft, scouting, boating, hunting, and fishing.

Boys taking the Business Administration course and those taking the Literary course show but small differences when compared as groups. This is easy to understand because many of the Literary students intend to enter business upon graduation. Both of these groups run above the average in their liking for participation in school activities and in active sports; and they have a preference for the social studies and the languages. The Business students are more serious in purpose and application. Mathematics and commercial subjects have a place among their favored subjects. They are team minded in sports and social minded in their informal recreations.

The Medical students show a decided liking for the laboratory sciences of Chemistry, Physics, and Biology but in their activities and recreations they are more individualistic and do not show preferential group interests. They do take part in varied activities when time permits, but as a group do not grow enthusiastic about any one.

The Dental students are somewhat similar to the Medical group in their liking for the sciences; but in their activities and recreations, however, they are more like the students in the Business and Literary Colleges.

The future teachers, and school administrators, as would be expected, differ largely among themselves in the subjects they like and are planning to teach. From the standpoint of school subjects they do not form a uniform group in their likes as do the other professions. The future teacher is apt to spend much time on his subjects to the exclusion of other school interests. In particular, his physical interests are few; and, if anything, his participation in school activities is likely to be found in plays, debating, science clubs, musical

organizations, etc. The future principal and superintendent are lawyer-like in their liking for activities in which they appear before the public and influence group opinion.

The boy who is entirely undecided about the vocation he wishes to select is invariably without strong leanings in his subjects or in his out-of-school activities.

Interests of Girls

In general the interests of girls going into any of the occupations already mentioned presents a profile resembling that of the boys. The likings are similar although they may be expressed to a slightly lower or higher degree. There are a few occupations however not yet mentioned and which are predominantly suitable to women. Nursing is one and peculiarly enough, the profile shows a great similarity to that of Medicine. In the same manner, Oral Hygiene shows a similarity to Dentistry. The students studying Library Science like the social studies, informal outdoor recreations, and above all, reading. The girls studying to be Social Secretaries prefer the social studies and avoid the sciences. They like leisurely sports, cultural interests, travel, and social accomplishments.

The present study includes only students going to college to prepare for a profession. For that reason the vocational significance of certain academic subjects such as the industrial arts, domestic science, and commercial arts has not been sufficiently stressed. These subjects have indispensable vocational value for students going directly from high school into a trade or business. There is need for a similar study which would concern itself with the interests of students not going to college.

Concluding Statement

This approach to vocational guidance is valuable because it considers the child as a whole, taking into consideration *all* his interests; also because it considers the spontaneous activities of the child, that is, his self-chosen and self-directed activities, which, after all, are most apt to be the true guides to his interests, capacities, and character. It places him in a natural environment of his own and not an artificial one imposed on him. In further substantiation, studies are quoted to show that students are most successful in obtaining high grades in the subjects they like. Consequently, the highest probabilities of success in a vocation would seem to be evidenced in the one to which his likings would indicate him as best fitted.

From the standpoint of physical education teachers this relationship between interests and vocations gives their work an important place in the guidance program of their school. This does not mean that we have to be guidance experts—we already have more than we can do well in carrying out our program in the limited time allotted to us. But it does mean this: the work we are doing has a story to tell the guidance expert in your school—an interesting and important story. If there is a guidance committee or council in your school you should be on it and should welcome the opportunity.

The work you are doing today has a tremendous significance for guidance in your school and will continue to have more so; and that without having to be guidance experts, you will have information that the guidance expert of your school will want to borrow from you for his use.

WHAT IS GOING WHERE?

H. V. Porter

In harmony with established custom, it is claimed that the younger generation is going to the dogs, the governmental processes are going crazy, and the college athletic program has already gone to the unmentionable place. So where does that leave the high school athletic program and where is it going?

It may be difficult to point out its destination but one thing is certain—it will go in the direction desired by the school admnistrators who have been made responsible. It will be as good or as bad as they make it. It will contribute to or detract from a well rounded school curriculum, depending on the wisdom such administrators exhibit in their efforts to promote that which is constructive and to prevent that which tears down. Therein lies the great difference between the high school athletic program, and promotional activities which have been under no such controls.

The early establishment of rigid controls and their enforcement have insured a degree of educational value and a liberal respect for the program. When a fire rages, it tends to consume everything within range just as war engulfs areas which would prefer to remain neutral. No one can be sure that the professionalized promotions will not affect the thinking concerning this remaining amateur field. The only hopeful factor is the established machinery through which the direction of the school program has been controlled. The school athletic program is going where its administrators choose to have it go. They have the responsibility for charting its course and the authority to keep it on course. The only danger is that they lose interest or delegate too much authority or fail to realize the importance of constant vigil and steadfast purpose.

What is going where depends on who is going where. The high school athletic program is not going anywhere except as dictated by those at the helm. On the statewide or nationwide basis, it has never been out of control. If there are evils, the means of curing them are at hand. If there are good features about them, the means of retaining and expanding them are available.

IT IS A GREAT CAUSE—AND WORTH FIGHTING FOR.—From the Bulletin of the Iowa H.S.A.A.

League Baseball and Our Children

George J. Collins

LITTLE LEAGUE, Pony League, Little Bigger League, Junior High School Baseball, or what have you, should neither be condemned nor approved for our youth without a frank appraisal of the factors involved. The adjectives preceding the word "league" are just nominal terms. For convenience and simplicity in this paper, we will take the liberty to group them under a single heading *Children's Leagues*.

The Human Factors

The crux of the controversy concerning Children's Leagues seems to be found in the variable actions of the humans involved. These humans must be appraised for the good or bad effects they have on any one child. The humans involved, but in no specific order of priority, are the parents, spectators, coaches, umpires, administrators of the leagues and other players both opponents and teammates. We will not go into details citing the pitfalls or advantages of each person, but again for simplicity we should endeavor to group them together and discuss them for what they are—human beings.

The pressures applied by these human beings affect the individual immensely. A strike-out or a home run are discernible even to a blind man with the accompanying applause or cutting remarks which follow, such as; "Lucky hit!", "Why did you throw that pitch?", "You should have caught it.", "Hurray! What a hit!", and numerous others. These words become more forceful with heavier tones of voice and rising inflections as the game proceeds, conveying to the discerning listener the attitudes which have received parallel attention along with the teaching of batting techniques.

The difference in teaching attitudes may be shown by contrasting the actions of one coach shouting, nagging or severely criticizing a player, while another quietly and gently takes the youth aside to discuss a specific play, pointing out things that he could do next time in a similar situation. Another attitude that bears mentioning is that of one umpire who said with an omnipotent sneer, "Get in there and hit. I said it was a strike!" This kind of caustic remark quickly caused a chain reaction of emotions between the players, umpires, spectators and all our humans present. This action may be contrasted with that of another umpire who, in a similar situation, replied assertively to an inquiring youth, "Yes, son, it looked like a strike to me." in a tone of voice which did not aggravate a potentially inflammable situation. It is a good thing to remember that we are unconsciously conveying attitudes and building them in the youth with whom we deal in our Children's Leagues.

Good or bad, the effects of every sly or chance remark by any of our humans has an effect which may be quickly forgotten, remembered a lifetime, or passed on like a chain letter in pyramidal fashion a hundred times or more by the newly found young minds. Thus, as we sit back at a game, we sometimes wonder if we are doomed to have a nation of hypocritical or fair weather friends as a result of our newly organized Children's Leagues. Or, are we to have people who recognize that an error is as much a part of the game as a home run and that the boys are trying their best with the talent they possess, and be treated justly and with compassion when advisable?

Some Goals

What should our Children's Leagues endeavor to teach our youth in a democracy like ours? The answers are plainly written, but some of the words must be elevated so that all may see and utilize them. We need children who can play happily with their associates so that as adults, they will be able to carry over these attitudes of sound social adjustment and work happily with their associates. Our superiors generally receive the outward respect and response of attitude which is acceptable.

If we are to teach our youth for the tasks of manhood, we must be aware that they are neither leaders nor followers exclusively, but must at times be able to play either part. The most important thing is that each person play his role well. Well, means, to the best of each one's abilities. The God-given abilities and education of each person will make him unique. For example, any one individual may play the role of leader in his household, in work when he fosters a new suggestion, or when he directs the actions of two, or three, or even a factory full of employees. Also, this same individual may well play the part of follower in community affairs, at his club, in his hobbies, to his superiors at work, or when he adds the last words at home, "Yes, dear."

Aims in Children's Leagues should be to teach children how to live effectively in a democracy. This does not call for having them learn that, when they become grown, they can commandeer little fellows as a league coach. But it does mean, that the children should be developing as leaders and followers who put their best efforts into the task at hand and perform amicably with their associates at work and play.

Who Should Lead?

If this is what we desire, and we hope it is, then let us ask ourselves, who is best able to develop this type of individual in our youth? It seems to require training in philosophy, psychology, anatomy, physiology and human relationships, coupled with a wealth of experience in playing, coaching and working with growing youngsters. All our citizens cannot have the education required to insure that our leagues and our youth attain the goals desired. If this were so, we would surely impede the progress of mankind that specialization has brought us.

Yet, in each of us are many of the essential qualities which may need only a little digging of the top soil by an expert to be uncovered and utilized in our efforts to attain the goals desired. It seems in America, that we have many opportunities to exercise the free will that God has given us. A free will which can be directed by each human being as he or she sees fit. It may be either along the better paths of life or the poorer ones.

Who is the person best trained in all the essentials listed above? Who is able to lead or supervise a desirable program? Who is most easily able to discern the weaknesses and strengths of our Children's Leagues without bias?

Look no further. You, the PHYSICAL EDUCATOR is the person. You, the READER of this article.

You have had the experiences with growing children. *You* were trained in all the essentials to insure the execution of a desired program. It is *you* who see the weaknesses in your community program. *You* work for ten months each year trying to teach democratic ideals in sports and cannot afford to stand by idly the remaining two months and watch untrained coaches, Children's League officials, spectators, parents and umpires cut adrift your efforts.

Some Considerations

True, you may not wholeheartedly approve of this type of a program if you are at all familiar with the opinions of the experts in your field, such as W. E. Sheffer writing in *The Nation's Schools*, that "the anatomical, physiological and psychological immaturity of junior high school boys renders competition of this type objectionable because of its possible detrimental effects upon health."[1] Or perhaps that of another famous authority, Jay B. Nash of New York University who has this to say regarding the advisability of such types of competition for boys: "There is real danger these days in pushing . . . competition too low into the age range . . . I know of no recognized authority who would advocate pushing this type of competition below the last two years of high school. Many of us doubt the advisability of the present tendencies even there."[2]

S. C. Staley, director of the school of Physical Education at the University of Illinois, believes that a representative team places pressures on the boys which may lead to strain. Edward Rogers, director of the National Physical Education Service of the National Recreation Association expressed his disapproval, because boys of twelve, thirteen and fourteen are prepubescent and are going through a difficult period of time. The logical thing to do is to expose the boys to a great many games and not to submit them to high-powered tournaments.

Strong Hinman of Kansas really gets down to facts and says, "Because of a boy's rapid growth in adolescence and the comparatively slow development of his heart in proportion to rapid development of other parts of his body, a tremendous strain is thrown upon the heart." No article of this type would be complete without a quotation from the American Association for Health, Physical Education and Recreation. The most pertinent points that were approved at the Atlanta convention on April 22nd, 1938 are as follows: "Wide variety of activities rather than specialization in two or three . . . play all the positions rather than just one . . . the strenuous regimen of athletic competition would render physiological harm during the rapid growth period, over fatigue, exhaustion . . ."[3] Dr. Charles Bucher of New York University has expressed some doubt when he says, "Physical strain, parents badgering the coaches and coaches lacking in training are all inherent in Little League Baseball."[4]

The last point, "coaches lacking in training", is of especial importance to this article, since it may well be a lead into what was said about who can best administer the program. "Any discord can be stopped, slowed down, or redirected along more suitable paths", says the most honorable Bishop Fulton J. Sheen. Dr. James Moore of New Haven State Teachers College has aptly rendered sound advice on this problem when he stated at a recent state convention, "A poor recreational program has fostered the growth of this so-called 'monster', Children's League baseball. But, any physical director who came out and publicly denounced it may be ruined for life in the eyes of his community." This movement has caught fire and the parents and their children are overzealous concerning Children's Leagues. There are good and bad features. It is up to the level-headedness of the physical educators to take this "monster" that their communities have created by weak recreational programs and tame the beast.

Things to Remember

Little League has awakened latent communities to the notion that in order to keep pace with neighboring communities, it too, must have a team. Little League had to be run on a national scale to achieve

the response of the sponsors and to get the people to a point where they could say "Everyone is doing it. It must be all right. We will have a Little League for our children, also."

Hy Turpin, in a rebuttal to Dr. Bucher's argument, has pointed out that there is tremendous emotional resiliency in youth, and that the parents who place pressure on their children because of Children's Leagues would most likely be doing the same things to their children if they misspelled a word in school.[5] Margaret Mead and others support Mr. Turkin, since they believe that the basic emotions are deeply engrained in the early years by the attitudes of the parents in feeding, answering calls of attention, taking the first steps and from many other infant experiences . . . concluding that the "cultural plot emerges from early frustrations and gratifications."[6]

Warren Johnson has reported in the *Research Quarterly*, AAHPER "Disturbed states that so commonly characterize the pre-contest situation is probably not detrimental to individuals who are comparatively free of profound personality disturbances and that a variety of emotional disturbances probably serve to improve neurological and endocrine integration."[7]

Some of the expressions regarding anatomical and physiological discrepancies in the anatomy of the child have been disproved by some outstanding experimenting and careful scrutinizing by Dr. Peter Karpovitch, who told me in a personal interview that he had found errors in the belief that the volume of blood needed for emergencies in growing children was not able to be accommodated by the openings in the pulmonary artery and the aorta. To be specific, Beneke, a German scientist, had used the circumference in lieu of cross sectional area in determining the possible passage of blood through those great entries.[8]

All these statements both pro and con indicate that many Americans, like Dr. Bucher and Mr. Turkin look at Children's Leagues and come out with almost opposite points of view.

The answer to this perplexing question is better found in the philosophy of Dr. Albert Einstein in discussing relative matters and one's frame of reference. It is relative to the variable involved in games which these men have witnessed. It is relative to the past education of these two men. And it is relative to the kind of administration which we might find in a particular Children's League.

What Can We Do?

There are many ways to attack the problem, none of which includes a total condemnation of this type of league. All of them, however, do include a cooperative and a democratic solution to the problems in a specific community. One solution may well be conducted in a manner such as this:

1. The director of physical education in the local school system could and should initiate examination of all the leagues in his community in harmony with the local recreational director.

2. Plans of action should be drawn in the off season.

3. Lists of all coaches, umpires and administrators of said leagues should be compiled for ready reference and much needed cooperation in this enterprise—not forgetting it is *they* who will convey the attitudes that are so important.

4. Directors should conduct a survey, enlisting the aid of the attitude conveyors, to discover what phases they would like to discuss from a professional standpoint.

5. Topics which might be suggested are: Techniques of eating wisely before and after games; Enlarging our leagues to include more teams and players; Proper showering after the game; Ways of educating parents and spectators; Coaching; Fielding, hitting and running the bases; Correcting youngsters; Discussing disputed decisions with umpires; and many others which may be more appropriate to your community.

6. Clinics should be started in the early spring when the baseball fever is in the air.

7. Guest speakers may be obtained to "kick-off" the clinic.

8. Films may be obtained to increase the interest.

9. Summaries of the clinic meetings may be made available to the newspapers, radio and television stations.

The path ahead is one of redirection under skillful and cooperative guidance. The errors committed can be corrected and avoided in the future with wise administration. Let us not hear any more about what a "monster" or "Villain", this or that, league is. If it is in your community, and you are a physical educator, look no further than yourself. Your actions are needed *now*, to initiate a cooperative and desirable program in your community.

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Women's Health and Recreation Classes

W. C. Eberhardt

SOME TWENTY YEARS AGO St. Louis University organized a community class for women. The purpose was to offer some form of wholesome recreation and exercise for working women and home makers, people with limited time schedules. The class opened with an enrollment of 35 women. During this first semester a great deal of interest was indicated by the participants and as a consequence the second semester registration was well over 100. During subsequent years the registration reached a point where it was necessary to open 5 more classes. The registration now fluctuates between 1400 to 1600 with an average of 250 in each class. The tuition is $5.00 on a semester basis, and entitles the individual to a 50 minute gym period followed by a 45 minute recreational swim, once a week.

Since the University gymnasium schedule is quite heavy (we service day gym classes, varsity basketball, and intramurals), it is impossible to allot more than 2 evenings each week for this type of program. According to our present schedule three classes meet on Tuesday and three additional groups on Thursday nights. The first session each night begins at 6:30, this group reports at 6:30 for their floor workout and continue until 7:20 at which time they shower and use the swimming pool. At 7:30 the next group appears for their workout followed at 8:20 by a recreational swim. The last class period of the night begins at 8:30 and since no other floor classes are scheduled after this group, they have the option of either playing volleyball or swimming following the floor workout.

The Plan

Although our program is limited to 2 nights weekly, our physical facilities are quite ample to handle these classes. We have a floor area of 10,000 square feet, three large shower rooms with adjoining dressing areas plus one combination dressing room and lounge without a shower. Our pool is standard size 75x35 and located conveniently from all shower and dressing rooms. Our lockers pose no problem, we don't offer them to evening class members. This means, of course, that the women are required to carry their gym and swimming suits weekly. In the case of the 6:30 classes, they must carry their gym equipment to work on the day of class.

Our lessons are not unusual. The only unusual factor is the number of individuals participating in these classes. A visitor once remarked that the classes appeared more like a district gymnastic festival each hour of the two nights rather than a gym class.

It might be enlightening to some opponents of formal work that these women seem to enjoy the program of marching, gymnastic dancing, and conditioning exercises. In fact a play or game program would be out of the question with the number of people involved. Although our floor is covered with bodies each session, we feel that every class

One class ready for the photographer

member receives a thorough, total body workout. Although we follow the same routine with each class, the lessons are planned and exercises progressively arranged to meet the physical needs of the average woman.

Our routine consists of a 5 minute warm up, marching in various modes, leg swings, bending, skipping, and so forth. Following this warm up period about 18 minutes is devoted to gymnastic, folk, round, or square dancing. The class is then placed in open order for conditioning exercises for the remainder of the period.

The operation of this program is quite simple. Two instructors handle the floor work, one on Tuesday and another on Thursday. A life guard, piano player, and office girl comprise the staff. All except the instructors are part-time employees. Incidentally, the life guard offers private swimming instruction to all interested class members between 6:30 and 7:30 p.m. An additional fee is charged for this service.

Miscellaneous

Since roll call would be a tedious procedure and waste of time, this preliminary is taken as they enter the building. Each woman's receipt is numbered and this number is used for attendance. The office clerk or student assistant checks all persons entering the building on a number sheet. The class members receipt numbers are simply checked off as they pass in. The door attendant marks each class separately, checks the number on the floor and compares with door check. Since, in general, no college credit is offered, the door check serves only the purpose of admitting paid members and to compare attendance with previous years.

We have estimated that during the span of the past 20 years we have had over 70,000 different women in these classes. In many cases we have mothers and daughters attending together. Some of these daughters were grade school youngsters when mother started here. Although a small percentage of our class members have been coming regularly for 15 or 20 years, many of the women drop out after a year or two. But it is gratifying that in the majority these "drop outs" return again for another year or two. This is exemplified by a recent class member who said, "The last time I was here, was three children ago."

An Appeal to Undergraduates

Douglas E. Beck

I AM AN avid reader of the PHYSICAL EDUCATOR, one of the many who find its articles both interesting and thought-provoking. But, why do we seldom hear from undergraduates in our field?

There is very likely a tendency toward timidity among this group because we are unknown members of the profession. Perhaps we tend to feel that our thoughts, questions, and statements are not important enough to be published and read by some of the more outstanding leaders in the field. This appears to be an absurd assumption.

As prospective teachers and leaders, let us not emphasize our lack of importance and be pushed further into oblivion. Our privilege and rights of expression are just as real as those of our best known leaders so why not take advantage of these rights?

If we accept this thesis then the big question naturally becomes "What can *I* write about?" The answer is "Many things." Why wouldn't an article on An Experience in Student Teaching be interesting? How about An Analysis of Undergraduate Study Habits? If you had more time, perhaps you might do some research and write An Analysis of Job Opportunities in Physical Education, or discuss Intestinal Fortitude at a Job Placement Interview. In any case, we shouldn't attempt anything completely beyond our present abilities.

There is often a deep fear of what others will think when they read what we have written that causes much of the hesitation on our part. Experienced writers state postively that they suffer the same fear, and even with success, that feeling still appears to persist. We will probably make mistakes, something natural and to be expected with inexperience. Naturally in our group there are no professional writers but practice and experience is the only way we will be able to write anything.

Differences of opinion is one of the spices of life. Anyone who can read any magazine without at least comparing one opinion with another, is either asleep or not thinking. The "Big Debate of 1953" was especially significant in its challenges here.

If any of us, especially undergraduates do not agree with something that is written, we have the right and the duty to express ourselves. That assumes, of course, that we can logically do so. Then why not do so?

May we suggest the following as a start? Start with an idea or thought that you feel is important. And, in your own words, either tell why you agree or disagree, and give a few suggestions either for improvement or change. The next time you write a term paper, do so with the thought that it might be rewritten, and shortened for a good article. Talk it over with your professor or your advisor and get his suggestions. Then, when you have re-worked it send it in; who knows, it might be published just as this short statement is.

A Comparison of Bilateral Quadriceps Muscle Strength of Individuals in Good and Poor Postural Balance

Karl K. Klein

A RECENT STUDY by the writer was started as a result of a number of years working with post menisectomies and other types of knee injuries that have resulted in quadriceps atrophy. Observation of these individuals, in their habitual standing patterns following surgery or injury, has indicated a tendency to favor the involved leg by assuming a standing posture in which the body weight has been shifted to the stronger leg. It had been further noticed, that through the process of strength building[1] and verbal motivation, the individuals were made posture conscious and as the involved leg became stronger, through the administration of progressive remedial exercise,[2] the individuals began to stand with the body weight more evenly distributed on both feet.

The results of this observation developed the interest in the problem of possible differences that might exist in the bilateral muscle strength, of the quadriceps muscle groups, of individuals who were not influenced by knee injury or operations but who had developed habitual standing posture that did not conform to accepted patterns of body mechanics.

A group of students, interested in the problem, were asked to assist in gathering the necessary data. Group one was assigned to locate individuals who were observed to stand habitually in poor postural balance with the body weight shifted to one side with the majority of the body weight being carried in one leg. Group two was assigned to locate individuals who were observed to stand habitually with the body weight evenly distributed on both feet. Slight swaying movements of the body were accepted as good balance as long as the person balanced on both legs with a degree of consistency.

Each group was assigned to observe the individuals selected, on as many occasions as possible, for a period of seven weeks and were to keep an accurate observation record of the standing posture during this period. At the end of the observation period the individuals observed were asked to submit to tests to determine the quadriceps strength of each leg in order to find possible differences in strength as a result of their standing posture.

Number of Cases Observed

A total of thirty cases were observed over the seven week period; fifteen were observed to stand in habitually unbalanced standing posture and fifteen were observed to stand in habitually good balance standing posture.

Of the fifteen observed to stand in unbalanced standing posture, thirteen were tested. Of the two not tested, one had a sprained ankle and was confined to crutches, the other did not appear for the test. Another indicated previous injury to the knee with considerable incapacity at the time of injury so his record was not used.

Of the fifteen observed with good balanced standing posture, twelve were tested. Of the three not tested, one had an existing knee injury and did not wish to be tested and two did not appear for the test.

Method of Testing the Individual Quadriceps Strength

Heavy resistive exercise was used as a method of testing the strength of the individuals quadriceps muscle groups. By this method an accurate and rapid record could be obtained. An arbitrary amount of weight was selected to be lifted by the individuals being tested. The amount of weight to be used was established at fifty-five (55) pounds for the men and twenty-five (25) pounds for the women. The selection of the weights was determined as a result of previous experiences with quadriceps muscle atrophy cases.

Administering the Tests

The person being tested was seated on a table and padding was placed beneath the leg being tested to act as a cushion. The person was instructed to sit up straight and grip the back of the table with both hands. The weight lifting boot was attached to the foot and the person instructed to lift the weight slowly by extending the knee to full extension; upon reaching that point the knee was to be immediately flexed slowly to ninety (90) degrees of flexion and then immediately extended to full extension.[3] This process was to continue until it was impossible to extend the leg to full extension as a result of quadriceps fatigue. The exact number of complete lower leg extensions were recorded for each leg. In all cases the test was first administered to the right leg and then to the left leg.

The person being tested was asked to cooperate fully in carrying out the test until it was impossible to continue the activity.

Experimental evidence and research have indicated that certain physical activities have a tendency to influence unilateral muscular development. Truslow and Rathbone[4] substantiate these findings in their books dealing with the problems of Corrective Physical Education and Body Mechanics. Truslow[5] further indicates that certain physical activities have a greater tendency than others to influence this growth factor, i.e. baseball pitching, pole vaulting, javelin, shot put, discus, canoeing, etc., if carried on over long periods of time.

As a result of this knowledge, each of the cases being tested was questioned concerning their physical activity program in an effort to locate factors that might have influenced quadricep muscle development. Of the entire group, only one person indicated that he had participated in one of these activities, as listed above, that would account for the unbalanced quadriceps development. This person had pitched in competitive baseball for a period of six years as a left-handed pitcher. The evidence of such influence was indicated in the test results as well as in actual thigh measurement. None of the other cases tested indicated extensive participation in any of the unilateral muscular developmental activities.

Summary for the Group Observed to Stand in Unbalanced Posture

Physiological laws of body development indicate that the muscle structure growth is influenced by the way the body weight is borne.[6] Of the cases studied with unbalanced standing posture, the evidence indicates and substantiated these laws and the total results have a tendency to show a positive relationship with the laws of body development in a majority (.583%) of the cases. A negative tendency between the laws of body development and the test resulted is shown in a minority (.416%) of the cases which indicated that there may be other factors to be considered in the problem.

It would appear that unbalanced standing posture may be an influential factor in unilateral quadricep development.

Summary for the Group Observed to Stand in Balanced Posture

The physiological laws of body development show a positive relationship between quadricep muscle strength and balanced standing posture in this group. Of the twelve cases tested, a large majority (.66%) were capable of lifting the weight the same number of times with both quadriceps muscle groups. Of those that showed a variation in lifting capacity (.33%) the difference between the right and left quadriceps muscle strength was only one repetition of the weight lifted. This is an insignificant difference as compared to the variations found in the unbalanced standing posture group.

From this evidence, there appears to be a positive relationship between balanced standing posture, bilateral quadriceps muscle strength and the physiological laws of body development.

Conclusions

From the conclusions drawn in this study, the evidence of the variation in bilateral strength has specific implications in the posture training program as well as in the athletic training program. This problem should be of specific interest to the coach, physical educator, corrective therapist, and athletic trainer when dealing with activities which necessitate extra stress and strain at the knee joint. Many daily living activities as well as specific phases of athletics i.e. football, soccer, wrestling, basketball and certain phases of track and field,[7] could and possibly have been responsible for menisci tears to the knee that has not been supported to best advantage by strong quadriceps.

If there is not a balance of quadricept strength, as indicated in the individual who habitually stands in poor postural balance, it is very likely that a knee injury may be experienced in the weaker knee if the situation predisposing injury occurs. With this thought in mind, it is the obligation of the therapist, physical educator, coach, and trainer to see that maximum protection is provided through the stressing of good standing posture, specific resistive exercise to build bilateral muscle balance, when it does not exist, as well as specific resistive exercise to strengthen the quadricepts muscles for maximum protection.

Although body balance and muscle strength are not an absolute guarantee against injury, it plays an important part in the problem and should be used as a preventive measure.

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Fun With a Purpose!

M. R. Garret

IN ORDER to fulfill a two-fold objective an experimental school in Outdoor Living was created in the fall of 1953 at the University of Illinois.

For Recreation and Physical Education majors in one section of the camp counseling course it bridged the gap between theory and practice by offering counseling experience. For the 60 boys and girls, ages ranging from 8 to 12, it was an opportunity to "learn by doing" many skills that came as a by-product of the fun and the good times they had each Saturday during October, 1953. Furthermore, the program helped parents involved to fulfill their responsibilities of continuing and supplementing their children's formal education with useful and worthwhile skills to meet everyday problems. This year's experience proved that such a project is an essential contribution to the growing-up process of children: it provides a complete change from crowded classrooms and regimentation and gives the youngsters an opportunity for free expression in word and action.

The Organization

There were twenty university students (13 men and 7 women) registered in the camp counseling class which assisted with the program. An ideal standard of supervision was therefore maintained, with an average of three campers per counselor-in-training.

There were no fees assessed, but the parents were responsible for providing transportation to and from the Illini Grove, the University area where the program was conducted. The parents were notified a week in advance of the equipment and supplies needed for each program. Parents also furnished the children with canteens, mess kits, scout knives, ropes to practice knot tying, and the like. The School of Physical Education provided the heavier equipment, tents, axes, saws, kettles, fire wood, and smaller items, compasses, orienteering equipment, and ropes for lashing.

In general, the objectives of the program were designed to teach the youngsters how to live outdoors, how to get along with others, how to be comfortable in the out-of-doors through a series of carefully planned, progressive experiences in campcraft and outdoor living.

The Program

More specifically, the children acquired the knowledges, skills, and appreciations of preparing an open fire, cooking over an open fire, building a shelter, preparing an out-of-door bed, using a knife, axe, and saw, and finding their way in the country. The program included:

CAMPSITES—Choosing campsites; wet weather precautions; shelters; bed rolls; and pack making.

COMPASS—Working knowledge of compass; how to keep a straight course; how to read a topographical map; how to make and follow a trail.

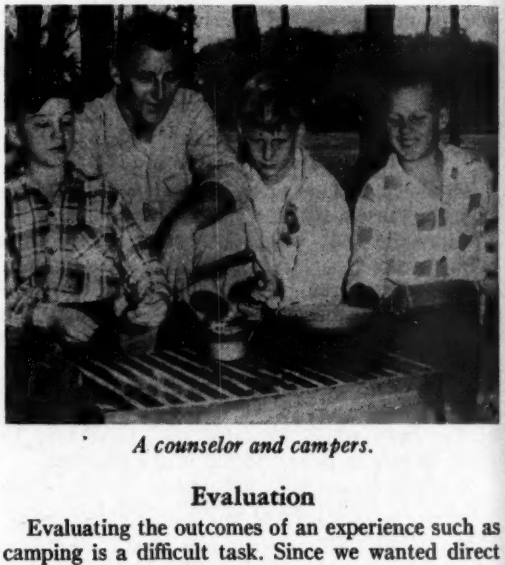
COOKING—Menu planning and practice preparing food. On the final Saturday, October 31, the parents were invited to lunch with their child. Meals were prepared by the children.

FIRE BUILDING—Different types of construction and ability to build a fire in any weather.

HIKING—Exploration trips over trails and roads.

KNOT TYING & LASHINGS—Learning the different uses for different knots and the purpose of lashings.

WOODCRAFT—Use of knife, saw, axe, and hatchet; safety precautions; care of tools; chopping and splitting wood; whittling.



A counselor and campers.

Evaluation

Evaluating the outcomes of an experience such as camping is a difficult task. Since we wanted direct response to specific phases of our program, the questionnaire seemed the best device in this instance. Twenty-eight parents returned the evaluation form. The answers can be summarized as follows:

Had Your Child Been to a Camp Before?

Nine children had never had any camping experience before, nine had day camping experience, and ten had some summer camping experience. In short, approximately one-third of the youngsters who were enrolled in the School of Outdoor Living had never been camping before.

What Were Your Child's Comments and Reactions?

To this question most of the comments overlaped or were repetitious and fell into one of these five general comments:

"Very enthusiastic about the program."
"Enjoyed every minute of it."
"Impatient and looked forward eagerly to the following Saturday."
"No criticism."
"Would have liked it to continue through the winter."

What Were Your Reactions to the Program?

Again some of the comments were duplicated, but in general the replies resolved themselves into:

"Interested in having children learn how to take care of themselves in the out-of-doors."
"Thought program was very worthwhile and a wonderful experience."
"Feel that our child benefited to a great extent and has learned activities which would be very difficult to get at home."
"Wish program could have lasted longer."

What Part of the Experience do *You* Feel Was Most Valuable?

The replies varied according to personal desires and interests. Some of the replies overlapped, indicating that the program satisfied certain basic needs and interests existing among the boys and girls as well as the parents in the program. The replies from the parents indicated that some of the experiences learned by the children were more valuable than others. These included cooking and handling matches, handling of knives and fire, compass work and knot tying, putting up tents, hiking, singing, learning about nature and how to enjoy it, broadening acquaintances, group experience, gaining confidence in themselves, "learning things from a big boy," learning how to survive in the outdoors if the occasion should arise, developing a great hero worship for the leader (counsellor)." Many parents noted the children's acceptance of the counsellors' advice in matters where the parents' words were ignored. Many parents encouragingly replied, "I liked everything."

Suggestions and General Comments

The following quotes from the parents summarize in general their reaction to the program.

"Would be good to have more."
"Like it to be held for months of September and October of each year—well worthwhile."
"Summaries of what was accomplished should be sent to parents (children don't tell everything)."
"A great service to the children in our community—and sincerely hope this type of program will be repeated."

The University students who served as counselors were also asked to record their criticisms and comments on a separate questionnaire. To the first four questions their answers were unanimously in the affirmative.

Did you enjoy your camp counselling experience?
Do you feel that your tribe accomplished the work they planned?
Do you feel you improved yourself; i.e., learned anything new in camp skills, in adjustment to others, in knowing children?
Did you feel that the children in your tribe improved while at camp?
As might be expected the answers to the last question varied.
Did you have any discipline problems? Fifty per cent of the students said that they had, indicated what the priblems were (which were all very minor), and gave the procedure used in handling them.

The students, in general, concurred with the statement made by one of them. "Although no counselor became entirely proficient in all the activities, each individual mastered the skills fairly well and was able to teach the youngsters with confidence. The camp program met its stated objectives and was well organized, and as far as the counselors and campers were concerend it was a tremendous success."

It would appear that the School in Outdoor Living not only provided fun, adventure and recreation, but proved to be both an educational experience and an experience in democratic living.

A NEW START

I will start anew this morning with a higher, fairer creed;
I will cease to stand complaining of my ruthless neighbor's greed;
I will cease to sit repining while my duty's call is clear;
I will waste no moment whining, and my heart shall know no fear.
I will look sometimes about me for the things that merit praise;
I will search for hidden beauties that elude the grumbler's gaze.
I will try to find contentment in the paths that I must tread;
I will cease to have resentment when another moves ahead.
I will not be swayed by envy when my rival's strength is shown;
I will not deny his merit, but I'll strive to prove my own;
I will try to see the beauty spread before me, rain or shine;
I will cease to preach your duty, and be more concerned with mine.

—Author Unknown, Washington High School Athletic Association, as appearing in the Maine AHPER News.

We Are All on the Same Team

Taylor Dodson

HOW MANY coaches give serious consideration to players who are irregular in attendance at practice and indifferent to suggestions for the improvement of team and individual play? Such indifference would likely result in immediate dismissal from the team, but coaches are sometimes guilty of just such indifference toward the educational problems of their schools.

Physical education teachers and coaches, for they are often one and the same, are often closer to the administrative officers of the school than are the classroom teachers. Similarly, they are closer to the classroom than is the superintendent, and they are as close to the community as anyone.

In fact, most physical education teachers and coaches are rather widely known and generally well liked in the community. Some, however, are not doing much to promote a wider acceptance of physical education in their schools and communities. They are in a strategic position to help all of education to be a better team and often fail to realize it.

Lack of Understanding

The school administrator may be unsympathetic toward physical education. This disinterest may be due to lack of information about the program or to lack of faith in the ability of the physical education personnel as genuine members of the education profession. In either case, these persons must supply the evidence that physical education is an indispensable part of the curriculum. Perhaps the profession needs to recruit higher quality personnel in order to gradually raise the standard of teaching.

Some Considerations

Physical education, properly conducted, may contribute to pupil health and developmental needs, lead to more wholesome recreation, serve as a motivating force for student participation in other activities, and foster school and community spirit. Improperly conducted it will surely lead to overemphasis on successful athletic teams at all costs, long schedules, many tournaments, loss of school time on long trips, grudge games, unsportsmanlike conduct, riots or near riots, and exploitation of boys and girls.

All parents like to see their children strong, healthy and physically skilled. Most adults like to watch youth in action at contests of skill and speed. Efficiency in athletics, precision in executing intricate plays, and winning teams in interschool contests which cater to the strong and skillful are not enough. Basic, fundamental skills should be taught to all students. Unless the total welfare of every student is considered and there is cooperation on the part of all school personnel, many students will be neglected.

Students who are below standard in fitness usually benefit least from the sums spent on equipment, personnel and activities for the limited number of highly skilled, physically elite who go to make up our athletic teams. True, we must consider all students, each according to his own needs, but let's not concentrate on the few who make the varsity while the many on the "second team" go begging.

Coaches should give serious thought to the educational implications of choosing the best material for developing winning teams while side stepping their responsibility for the average and low skilled students. Can this be justified? Interschool athletic events are not conducted for the glorification of the coach, nor are they solely for the glorification of any one player. It is team play that wins games no matter how brilliant and spectacular the individual performance may be. Any man who develops and exploits the skills of a few selected students to build up his own reputation while neglecting the needs of many students is guilty of a crime in the name of education which should not be tolerated.

True, physical education and athletics are a phase of the school program which lends itself well to pubilicity and recognition. It is this very fact that makes it extremely important that the coach conduct himself in the most exemplary manner at all times. His is a most important role in teaching sportsmanship, fair play, and gentlemanly conduct to students and community alike. He can interpret general education to students and community in a way that no other teacher can hope to do.

Relation to Other Areas

The correlation of physical education with other school activities should be encouraged. School bands, assembly programs, newspaper stories and related publicity are examples of school functions which lend themselves to correlation with physical education while providing expanded opportunity for student talent and beneficial student experiences. Projects in art and printing may serve to make posters and displays as additional curricular experiences. Boys on school teams often develop qualities of leadership that make them good leaders in other school and community organizations. Gate receipts may be handled by students, and home economics classes may help plan and administer socials for athletic groups.

Suppose a representative group of educators were to sit down and agree on the experiences necessary to meet the needs of boys and girls. Would physical education be neglected? No, for this has been done in the past and always there has been agreement that health is important, that recreation is a pressing need, and that physical education is necessary for growth and development. These same people could not agree that booing an official, playing a high powered schedule in athletics, or inciting a riot by a coach's actions are essential experiences, but they *have* recognized physical education as an important part of the school curriculum.

In Summary

It is now time for the coach and physical education teacher to think in terms of common responsibilities for the school. Theirs is the task of supervising children in the halls, attending PTA meetings, and a thousand and one other school tasks as much as it is that of other teachers. All school people need to attend professional meetings, conferences, and workshops, belong to professional organizations and become working, contributing members of the school society. We are all on the same team, so let's all work together toward our common goal of educational opportunities for each child according to his maximum potentialities.

Polio Progress

West J. Altenburg

IMMUNITY TO polio may be possible soon because there has never been immunity to hope in this country. The fight against polio depends on volunteers in every community in the land. Hope is the essential quality all have in common.

Nationwide field trials of a polio vaccine started in the South in February and will spread, before June, to more than 200 counties. This brings the hopeful volunteer movement of the National Foundation for Infantile Paralysis to a new peak.

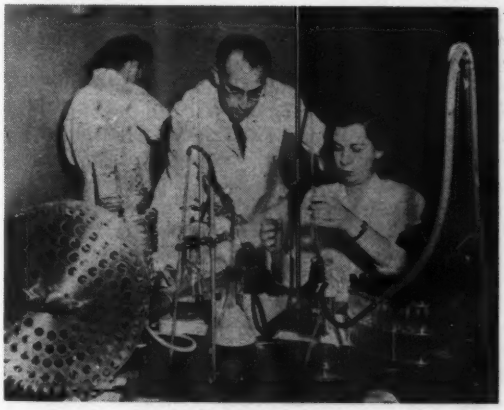
The Plan

From 500,000 to 1,000,000 school children of the second grade will volunteer (with their parents' consent) for vaccination in the hope of never being crippled and of opening the way to protection for everyone. They have been preceded, in the very earliest tests of the vaccine, by children already crippled by polio, whose only hope was to spare others.

In the counties where the field trials take place, thousands of volunteers will have opportunity to express their hope in terms of hard work. As usual, the National Foundation will rely on the valued support of educators, as well as public health and medical people, many of whom are regular March of Dimes volunteers.

School superintendents, principals and teachers will take part in organizing the vaccination clinics, which will be held in the schoolrooms under the medical supervision of local public health officials.

Detailed plans have not been completed, but it is known that volunteers will be needed for keeping the precise and uniform records; for manning clinics and establishing a smoothly functioning routine; for providing transportation, conducting public information and for numerous other services. They will be responsible for obtaining the signed consent required from the parents of each child vaccinated and for their continued co-operation. Three injections of 1 c.c. each will be given. There will be an interval of one week between the first and the second injections and four weeks between the second and the third.



Dr. Salk and associates.

The Vaccine

The vaccine to be used is one developed by Dr. Jonas E. Salk, Research Professor of Bacteriology at the University of Pittsburgh, a March of Dimes grantee.

The virus of the three types of polio, grown in test-tube cultures of monkey kidney tissues, is prepared in a watery solution to make the vaccine. This virus has first been killed by exposure to formalin, so that it cannot cause disease but does trick the body into producing the antibodies which can fight polio in the bloodstream.

Dr. Salk is growing the virus and producing some of the vaccine, but most of the supply for the field trials will come from pharmaceutical manufacturers. Every batch of vaccine will be tested separately by the commercial manufacturer, by Dr. Salk himself and by the National Institutes of Health—the branch of the U. S. Public Health Service which licenses and controls the manufacture of all biological preparations.

By the time the field tests begin, Dr. Salk will have vaccinated from 5,000 to 10,000 adults and children—including his own three boys—as part of his preliminary studies. Early reports on the first of these studies indicate that vaccination stimulates the person to develop significant amounts of polio antibodies within a few weeks.

The Purpose

The purpose of the field trials is to determine if the vaccine produces a sufficient quantity of antibody in the system to protect against the naturally-caused paralytic disease, and to ascertain how long this protection will last.

To provide a scientific control to the study it has been decided to give the vaccine to children in the second grade, using as checks the figures on incidence of the disease among first and third grade pupils, in the families of the vaccinated children and in second grade children of other communities. The vaccinations must be completed before June, to precede the season of high polio incidence.

Selection

The selection of the counties taking part in the trials will be determined by the validity and significance they afford to the study. The criteria are:

1. High polio incidence for the past five years.
2. High epidemic rate in the past five years during June through September.
3. High attack rate in specific age group.
4. Adequate health and education facilities.
5. Socio-economic factors, geographic location, etc., to provide a significant cross-section study.

Never before in the history of this country has there been such a far-reaching volunteer project for public health. It is on a scale to match such great hope as that inspired by the promise of ending polio's awful threat.

The scale can be so big because hope, in the record of the National Foundation, has been expressed by determined action. This will not be lessened now on the other polio fronts. As in every science, research must continue as long as there is possibility for improvement in the preventive measures.

In the realm of patient care, Basil O'Connor, president of the National Foundation, has solemnly pledged that there will be "no forgotten men in polio." After polio prevention is assured, treatment will be made available, as long as it is needed, to those the vaccine did not reach in time.

Education

On the education front, at present, the Foundation seeks—with fellowships, scholarships, recruitment programs, workshops and other means—to meet the extremely urgent demands for the physical therapists, doctors, nurses, occupational therapists, and medical social workers needed for polio and for the general health needs.

Education is the program that will carry the National Foundation's message of hope to the future. Long after the polio battle is won, thousands of professionals in other health problems will be applying the skills and using the scientific discoveries made through March of Dimes support, and passing their collective resources on to other students.

COOPERATION

In shooing flies or hauling freight
'Tis wiser to cooperate.
For better work is sooner done
When we take hold and work as one.
Now that's the truth, all horses know;
They learned it centuries ago;
When days are hot and flies are thick
Cooperation does the trick.
One tail on duty at the rear
Can't reach the flies behind the ear;
But two tails, if arranged with craft,
Give full protection, fore and aft.
Now fools pursue the lonely course,
But wise men emulate the horse;
Two make a burden half as great,
So, use "horse sense"—cooperate!

—Anonymous, Maine AHPER News.

True?

Many of us are at the "Metallic" age—gold in our teeth, silver in our hair . . . and lead in our pants.—Mag Digest.

You can never win the heavyweight title by doing lightweight stunts.

Character is made by what you stand for, reputation by what you fall for.

EVERY MAN OWES SOME OF HIS TIME TO THE UPBUILDING OF THE PROFESSION TO WHICH HE BELONGS.—Teddy Roosevelt.

The Organization of Physical Education in American Colleges and Universities[1]

John E. Nixon

IT IS COMMON knowledge that there is a variety of plans for the organization of physical education and related educational areas in colleges and universities. Naturally the question arises, why is it that so many different organizational concepts have developed and been put into practice? Perhaps a contribution to administration could be made by studying this unusual situation and by making appropriate recommendations. The problem is of concern to persons engaged in physical education and related work in higher education. We all are seeking better ways of organizing and administering our programs.

The Problem

In light of the need described above the problem for study was to develop a body of sound general principles applicable to the organizational inter-relationships between physical education and such other educational functions as intercollegiate athletics, intramural athletics, the professional preparation of students in physical education, health instruction, health service, recreational programs for students and faculty, and safety instruction in American colleges and universities.

The study consisted of five major purposes: (1) determining the current status of organizational inter-relationships existing between physical education and the other major functions listed above in accredited American colleges and universities; (2) analyzing current practices to determine whether or not there are any distinguishable patterns of organization present in institutions of various sizes and types; (3) developing a body of tentative principles which might be applicable to the organization of physical education for men in institutions of higher education; (4) determining the extent to which institutions now employ these principles; and finally (5) proposing a revised body of recommended general principles evolved from the findings of this investigation.

Procedures

The following procedures were adopted: (1) securing the sponsorship of the College Physical Education Association; (2) analyzing related professional literature to develop tentative principles of organization; (3) surveying and analyzing current practices of organization in 402 institutions responding to the questionnaire sent to all of the 669 accredited colleges and universities in the United States; and (4) recommending a revised set of principles based on harmonizing evaluated current practice with the consensus of authorities.

Tentative principles of organization were developed on the basis of evidence from two major sources. Statements of leaders in the profession as revealed in the professional literature constituted the first source which hereinafter is referred to as the "authorities." All literature available to the investigator was studied carefully for comments pertaining to the organization of physical education and closely related functions in colleges and universities. Sources consisted mainly of magazine articles, research bulletins, textbooks, theses, and dissertations.

For purposes of this study the authors of all publications used are the "authorities" referred to above. This procedure is frequently used in this type of research and is identified by the description given to it by Kinder, "validation by documentation." Kinder defends this procedure on the basis that written statements made by educators and administrators when expressing themselves to the public are based on reflective thinking and consideration of all the pertinent aspects of the problem. He likened this method to that used by Professor Rugg in selecting curriculum materials from the expressed opinions of "frontier thinkers."[2] One hundred and sixty two different citations were used in this phase of the procedure.

The second major source of tentative principles of organization was replies to Part II of the questionnaire in which college and university physical education administrators on-the-job expressed opinions as to recommended principles of organization, this source being hereinafter referred to as "administrators." For purposes of this study the term "administrators" refers to the directors or heads of the physical education unit in the colleges and universities returning questionnaires for use in this investigation. Brumbaugh's classification of accredited institutions was adopted as one of the delimitations of this study.[3] Another delimitation was that of listing the 669 colleges and universities from Brum-

[1] A more complete account of the study is contained in a dissertation located in the main library of the University of Southern California. July, 1949.

[2] James S. Kinder, *The Internal Administration of the Liberal Arts* College (Teachers College Contributions to Education, No. 597. New York: Teachers College, Columbia University, 1934), p. 81.

[3] A. J. Brumbaugh, editor, *American Universities and Colleges* (Menasha, Wisconsin: George Banta Publishing Company, 1948), pp. 142-985.

baugh which included only those institutions normally enrolling male students.

The procedure gave a final selection of 570 coeducational schools and ninety-nine institutions for men only. 402 usable questionnaire responses were received from the 669 institutions, or a total usable return of sixty per cent. A return of higher than fifty per cent of questionnaires in a nation-wide study usually is considered to be acceptable and adequate for sampling purposes. No comment can be offered with certainty as to the effect responses from a greater number of institutions would have on the general status as revealed in this study based on sixty per cent returns.

Current practices of organization were ascertained through responses to Part I of the questionnaire and were evaluated (1) by the statistical procedures (a) chi square, and (b) standard error of percentage;[4] and (2) by the tentative principles mentioned above.

The revised principles of organization which constitute the recommendations of this report, were derived from a fusion or harmonizing of authoritative opinion ("authorities") with evaluated current practices ("administrators") as revealed in this investigation.

Related Studies

The problem of how physical education should be organized in colleges and universities apparently has not been investigated specifically as a single study heretofore. Certain major functions have been considered in an organizational light in some studies pertaining to the administration of physical education. In summary, fifteen studies reviewed show that:

a great variety of functions is assigned to physical education; the physical education administrator should be responsible directly to the president; and physical education should be organized to include the required or elective activities program, intramural athletics, intercollegiate athletics, and health instruction.

Studies are lacking concerning the organization of the health service, recreation programs, and safety instruction.

Selected Findings

The body of tentative general principles of organization developed from the views of the "authorities" and the "administrators" is not presented here. These principles are incorporated rather fully, with some minor changes, in the revised principles which constitute the recommendations of this report. A study of current practices of organization, ascertained through a careful analysis of questionnaire responses from 402 colleges and universities, revealed the following selected findings.

[4] Henry E. Garrett, *Statistics in Psychology and Education* (third edition; New York: Longmans, Green and Company, 1947), p. 218, 250.

Of 345 coeducational institutions studied physical education is organized as one administrative unit for men and women combined in 238 schools.* Of 345 coeducational institutions six have schools of physical education, one has a college of physical education, twenty-nine have divisions, and ninety-seven have departments,* with 104 schools failing to indicate the type of organizational unit employed.

Ninety-six administrators of combined units of physical education for men and women are responsible directly to the president and also ninety-six others are responsible directly to a dean within respective institutions.

Administrators of physical education for men are responsible directly to the president in 104 schools.*

Administrators of physical education for women are responsible directly to directors of administrative units of physical education for men and women combined in 113 institutions.*

In a majority of schools the duties of athletic director and administrator of physical education are assigned to the same person. Intercollegiate athletics predominantly is organized as one phase of the physical education program.*

There are intramural athletic directors in 211 colleges and universities.* In 234 schools intramural athletics is a function or phase of the physical education unit.*

In 229 institutions undergraduate teacher-training is a responsibility of the physical education unit,* and in seventy-three schools graduate teacher-training also is the responsibility of the physical education unit.*

Health instruction is a responsibility of the physical education unit in fifty-eight schools.*

In 155 institutions the health service administrator is directly responsible to the president.* This figure indicates that the health service in current practice generally is not organized as a responsibility of the physical education unit.

Recreation programs for students and faculty generally are organized as a responsibility of the physical education unit.*

Very few institutions have an organized college-wide safety instruction program but among those which do have such a program eighteen institutions have a safety director who is responsible directly to the president.*

Conclusions

There is a surprising variance of organizational plans in use in responding institutions relative to physical education and the related educational functions studied. Many institutions appear to be lax in assigning major functions specifically as the responsibility of a certain individual or even to a designated department. Many responses indicated that physical education administrators were uncertain as to their exact status, organizationally speaking, within the internal administrative scheme of the institution. Many institutions indicated a lack of cognizance of the exact nature and scope of the duties of personnel administering the major functions studied. Definite organization for safety and recreation functions seems to be lacking in most institutions studied. The primary responsibility for teacher-training in physical education appears too often to be placed in some administrative unit other than physical education. There is surprising agree-

*Statistically significant at the one per cent level.

ment in opinions of "authorities" and of "administrators" concerning recommended principles for the organization of physical education.

Recommendations

The selected, general, recommended principles of organization for physical education which follow constitute the recommendations of this study. These revised principles were developed from a fusion of authoritative opinion which evaluated current practices as revealed by this investigation.

They are as follows:

(1) The administrator of the physical education unit should be responsible directly to the president of the institution or to an executive assistant in the president's office. (2) Directors of major functions within the physical education unit should be responsible directly to the physical education administrator. (3) One individual should be assigned primary responsibility for each of the major functions organized within the physical education unit. (One individual may have two or more such assignments.) (4) The physical education administrator should publish a detailed organizational chart showing organization relationships between each major function and between all staff members. (5) The process of organization should remain sufficiently flexible to make most effective use of the qualifications and experiences of available personnel. (6) Physical education should be organized as a school or college in universities, and as a division in teachers colleges and in liberal arts colleges. (7) In coeducational institutions physical education for men and for women should be combined into one single administrative unit designated as recommended above. (8) Within the designated administrative unit physical education should be organized to include these major functions: (a) service or activities program; (b) intercollegiate athletics; (c) intramural athletics; (d) physical education teacher-training; (e) health service; (f) health instruction; (g) recreation for students and faculty; and (h) safety instruction.

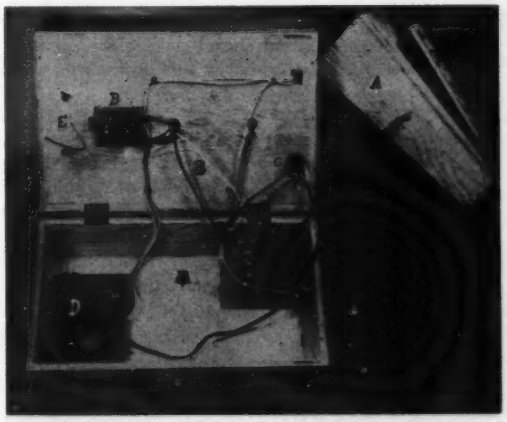
It should be kept in mind that these recommendations are based partially on the opinions of writers and administrators in physical education and the fusion of these opinions with evaluated current practices of organization in physical education. As such, the probability that the "authorities" and the "administrators" would tend to benefit and receive improved status from the changes they recommend should not be overlooked.

A Comparison of Certain Reaction Times of Basketball Players and Non-Athletes

Peter O. Sigerseth
and
Norman N. York

IT HAS BEEN assumed in the past, by both coaches and laymen, that members of athletic teams are faster in moving and respond more quickly to certain stimuli than non-members. In discussing this characteristic in basketball players Bunn[3] says, "Ability to start quickly, stop instantly, and change direction suddenly are indispensable characteristics of a good basketball player. This is a measure of the reaction time of the individual." The basketball player's success in the game would appear to depend to a marked degree, on his ability to move parts of his body in response to movements of not only the basketball but to those of both teammates and opponents. If this is true it could be assumed that members of basketball teams should respond to visual stimuli more rapidly than those individuals who have never been members of athletic teams.

There have been few studies reported which bear directly on the subject with which this study is concerned. A few of them deal with research in the area of reaction time and are related to this subject either in their testing techniques or types of sub-



Front view of reaction timer with bottom open. The letter A points out the foot switch, B the transformer, C the double-pole single-throw starter switch and D the spring type telegraphic keys operated by push-rods E.

jects tested.[1 2 4 9] It is the purpose of this study to investigate this assumption by comparing high school basketball players with high school boys who are non-athletes, in regard to their respective reaction times.

Purposes

The specific purposes of this study are to investigate the following questions:

1. Are there significant differences in the simple hand-eye reaction times of high school male basketball players sixteen to eighteen years of age and high school male non-athletes of the same age?
2. Are there significant differences in the simple foot-eye reaction time of male high school basketball players, sixteen to eighteen years of age, and male high school non-athletes of the same age?
3. Is there a correlation between simple hand-eye reaction time and simple foot-eye reaction time?

For the purposes of this study, simple hand-eye and foot-eye reaction time are considered as the time elapsing between the application of a visual stimulus and the reaction to it by movement of the hand and foot respectively.[8]

Procedure

The data used in this study were obtained from testing 144 high school males in the state of Oregon. All subjects tested were free from obvious physical disabilities and had passed their sixteenth birthday but none had reached their nineteenth birthday at the time of the testing. The subjects were drawn from two sources which were:

1. Seventy-two boys who had taken part in interscholastic basketball competition with marked success as gauged by the receiving of a varsity award from one of the larger high schools in Oregon.
2. Seventy-two boys who had never participated in any form of interscholastic athletics.

The subjects in the two groups were students in twenty class "A" high schools in the state of Oregon, as classified by the Oregon School Activities Association, and were chosen on the basis of availability for testing rather than for representativeness. The tests were conducted by means of a Standard Electric Time Company interval timer* which registered the time interval, between visual stimulation, by a light source, and the response in terms of movement of the hand or foot.

In the administration of the tests, the subject was seated while facing the instrument with his hand or foot on a pushrod or foot switch connected to a spring type switch. Upon seeing a light, which was activated at the same instant as the interval timer, he moved his hand or foot to release the spring switch and stopped the interval timer. The subject was first given five practice trials and then tested twenty times for both simple hand-eye and foot-eye reaction time.

Treatment of the Data

The first step in the treatment of the data was that of determining the reliability coefficients of the tests. These were determined by use of the Pearson product-movement correlation technique in which the split-half method of correlation was employed. The reliability coefficient was then corrected for continuation by use of the Spearman-Brown Formula[11] for predicting the reliability of a test of double length.

*This instrument was developed by R. A. Littman Ph.D., Assistant Professor, Department of Psychology, University of Oregon.

The second step in treatment of the data consisted of obtaining of the mean score for each individual in each of the areas being measured, then determining the mean of the means for each of the two groups and finally establishing the standard deviations of the respective groups.

The third step was the determining of the differences between the means of the two groups and establishing the significance of these differences.[10]

The fourth step was determining the correlation between simple hand-eye reaction time and simple foot-eye reaction time. The significance of the correlations was then found by comparing the coefficient of correlation with the standard error of each correlation.[5]

Analysis of the Data

In order to differentiate among the individuals of a group, the reliability of a test would need to be .900 or more.[6] The reliability coefficients for the measurements used in this study, shown in Table 1, range from .954 to .976.

TABLE I
RELIABILITY OF THE TESTS

Group	Corrected Simple Hand-Eye Reaction Time	Corrected Simple Foot-Eye Reaction Time
Basketball players	.954	.965
Non-athletes	.976	.973

These reliability coefficients should therefore be high enough to be acceptable for purposes of differentiating between the groups used in this study.

Comparison of the measures of central tendency (Table 2) revealed that a difference existed between the two groups in simple hand-eye reaction time. When the significance of the differences was tested, a t of 3.378 was found indicating that the basketball players tested were significantly faster in simple hand-eye reaction time than the non-athletes.[12]

TABLE II

MEASURES OF CENTRAL TENDENCY IN SIMPLE HAND-EYE REACTION TIME

Group	Mean (seconds)	Standard deviation	Standard error of the mean
Basketball players	.176	.0281	.00333
Non-athletes	.191	.0247	.00293

Comparison of measures of central tendency (Table 3) indicated that a difference existed between the two groups in simple foot-eye reaction ratio of 2.330 was found revealing that the basketball players tested were also significantly[12] faster in simple foot-eye reaction time than non-athletes.[8]

TABLE III

MEASURES OF CENTRAL TENDENCY IN SIMPLE FOOT-EYE REACTION TIME

Group	Mean (seconds)	Standard deviation	Standard error of the mean
Basketball players	.207	.0286	.00339
Non-athletes	.218	.0278	.00327

When the data from the hand-eye and foot-eye reaction time tests of basketball players were correlated, a coefficient of .644 was found. The correlation coefficient for the non-athletes was revealed to be .544. The standard error of correlation was found to be .0671 for the basketball players and that for the non-athletes to be .0836. Since in both cases the coefficients derived were higher than were necessary to rule out chance variations of measurement it can be stated that some degree of correlation exists between simple hand-eye reaction time and simple foot-eye reaction time.[7]

Summary of Findings

1. The basketball players were significantly faster in simple hand-eye reaction time than the non-athletes.
2. The basketball players were significantly faster in simple foot-eye reaction time than the non-athletes.
3. There was a moderate correlation between simple hand-eye reaction time and simple foot-eye reaction time.

The groups used in this study were not selected on the basis of representativeness, and so may or may not be typical of the total populations. The reliabilities of the tests were found to be over .900, indicating a relatively high degree of reliability.

Due to the influence of the foregoing factors and the differences found in the means for the groups, it can be concluded that significant differences exist, in simple hand-eye reaction time and simple foot-eye reaction time, between the basketball players and non-athletes tested in this study. Furthermore, there is a moderate correlation between the simple foot-eye reaction times and the simple hand-eye reaction times of the two groups.

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SOME CHUCKLES

She was a good kindergarten teacher because she know how to make the little things count.—(General Features Corporation.)

FATE OF MAN

Today's couplet: "Man wants but little here below"—but he bewails his lot, and wants the things he cannot get, instead of those he's got."—(Cincinnati Enquirer).

Women's faults are many. Men have only two: Everything they say, and everything they do.—Cuneo Topics.

I don't like women—they cheat and lie.
They prey on us males till the day we die.
They tease us and vex us, and drive us to sin . . .
Sa-a-y, lookit that blond who just walked in!
—The Rex Topics.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehston, University Highschool, Ann Arbor.

Conducting Physical Education Activities

The Class Method

This procedure for conducting activities involves the participation of the entire class or group in the same activity at the same time. Often called the "mass" method, it can be of a formal or informal nature depending upon the activity and the manner in which the teacher utilizes the procedure. The class method lends itself well to teacher observation of individual and group participation, and it facilitates class control since the teacher directs the activity and gauges the tempo at which instruction and participation proceed. The disadvantage of the class method centers about its failure to provide flexibility for individual differences. While this procedure is well suited to certain types of activities such as rhythms, swimming, and skill drill, it is not desirable when conducted in a formal manner to the exclusion of other procedures.

The Squad Method

A majority of physical education activities lend themselves very well to the management of a class which has been broken into a number of smaller groups commonly referred to as squads. Such groups vary in size from six to ten individuals, and the length of such organization varies from a few weeks as part of a unit through a semester or even for a full year. The squad method, based on small group organization and with pupil leaders, offers a means of class organization which is functional, it is usable at all age or grade levels, and it can provide for individual differences through ability level grouping by squads.

Diligent use of such squads frequently improves the effectiveness of class use of the existing facilities and equipment. In certain types of activity situations such as track and field, gymnastics, or sports skills practice, the rotating the squads from station to station within a given class period has simplified the problems of management.

In one plan the squad leaders move with their groups from one activity unit to another. An alternate plan has also been devised to utilize the specific leadership ability of the leaders at their station of strongest ability and interest, then only the groups rotate. Occasionally squads may not have sufficient time for adequate practice or participation at a given activity station due to the lack of time prior to their rotation to the next station. Such a lack of class organization will curb interest and impede the psychological and physiological aspects involved in the learning situation.

The Free Play Method

In the course of the development of programs of physical education, various informal procedures have been identified in connection with class situations in which the activity may or may not be pre-planned. Organized free play implies the provision for the content of all or part of a lesson to be presented in a varied pattern of motor skills proficiency periods, and the students select the activity which they desire to practice.

Free play of an unorganized nature involves the selection of activities by the students in light of their inclinations and spontaneous interest with "on

the spot" organization by both teacher and pupils. This latter type of free play is utilized largely as a pre-class phase of activity prior to the beginning of the regular class period or during specific periods in the program set aside for such type of activity.

The Elective or Choice Method

The basic difference between this category and that of free play, just previously mentioned, is the span of time involved. Free play is usually limited in its application to a class period or a portion thereof; the elective or choice method provides for the designation of an activity or a group of activities by the student or by the class for a period of time ranging from several lessons upward through an entire unit, season, or a semester.

Such pupil selection caters to their individual interests and encourages pupil self direction and initiative in the pupil planning associated with their choice or election of the activity and the range of time included. The teacher can direct instructional efforts more effectively toward each student at his own ability level, and can anticipate a desirable level of pupil motivation resulting from the interest in the activity which was associated with the choice or election made by the student.

The Tournament Method

This procedure is one of the most common methods of conducting physical education classes in the secondary school. While the device is quite objective and can be readily delineated, it can have desirable outcomes only when it is properly organized, motivated, and administered to provide a medium of competitive participation as a phase of the total program in physical education. There are numerous types of tournaments including the round robin, elimination, double elimination, ladder or pyramid type, and combinations of the above. The use of tournaments can improve the efficiency of class management, it can motivate pupil participation when the tournament is well organized and administered under conditions which establish bases of competition which are relatively equal. Tournaments can be a guide to pupil evaluation in terms of their ability level.

The method provides an informal setting in which the individual may be challenged in performance as an individual or as a member of a team. It must be emphasized that tournaments are not the panacea for inefficient instruction, nor should they be the laboratory for skills mastery. They should always serve as a culmination of effort by the participant which is directed toward the maximum achievement and successful performance of the activity.

The Game Method

During the past decade, numerous authorities have given impetus to the principle that the learning of skills, knowledges and related experiences of a given game can best be realized through playing the game. Such a procedure of conducting physical education activities has become known as the game method. In addition to developing and maintaining a high level of class interest, it is said to be a more effective and permanent way of learning rules. Additionally, the game method stimulates competition, socialization, and pure fun while eliminating the emphasis on skills drills and the practice of the same as prerequisites to actual game activity.

Generally speaking, current practice in the teaching of organized games and more specifically the athletic sports, would indicate a tendency to utilize about one-half of the time available for a given game activity to the use of the game method, the balance to class or squad methods to facilitate instruction and learning. In the use of the game method, one must be careful not to over-teach, that is to say that the play situation must not be interrupted so frequently to point out mistakes and clarify rules that the actual game situation is destroyed. On the other hand, however, the game method is an instructional procedure and it should not be allowed to go on in the face of opportunities for individual and group instruction.

The class size, background, available space, unit being taught, and equipment are all factors that help determine the best method for a given situation. With experience, the instructor can use the method which helps bring about maximum learning as well as best all-round efficiency in use of each class period. Variety is important but not at the expense of learning.

Edited by C. O. Jackson

The Central Council of Physical Recreation

G. A. McPartlin*

IN ORDER TO understand what we are trying to do in Britain today, it is perhaps necessary first of all to look backwards. Some of our British games have been played for hundreds of years, but each town or village played its own version. When travel became easier during the 19th century clubs began to travel further afield to play. At first there were often no referees, no set rules, but gradually standard rules were drawn up, although before a game it often happened that both captains had to meet to agree on which rules they would use.

The need for control of game, the appointment of officials to give decisions led to the setting up of what we call in Britain the Governing Bodies of Sport. Some of these "bodies" were formed by the clubs coming together into an Association which was given the responsibility of drawing up the rules, appointing officials, etc. Thus we have the Football Association, the Rugby Union, the Hockey Association, etc., but sometimes one club by reason of its pre-eminence in the sport came to be accepted as the authoritative body and the rules drawn up by that club came to be accepted throughout the world. For example, the Marylebone Cricket Club or the M.C.C. for Cricket, is not a Governing Body, but the rules it prepared are accepted everywhere cricket is played.

The Royal and Ancient Club at St. Andrews in Scotland does not control golf, but the R.A. rules are accepted throughout the world.

Now this gradual evolution of sport in Britain with each game and sport developing along its own lines, has led to an uneven and confusing picture.

Each sports body has a different constitution, and often differing attitudes to problems such as professionalism, and in some cases there are even rival codes of the same game. Each of the Governing Bodies is intensely proud of its rights, tradition and privileges, and the setting up of a National Controlling Body for all sport in Britain is impracticable.

Need for Organization

On the other hand, most of us are now convinced that our former haphazard attitude to sports coaching and our casual methods of developing games are no longer good enough.

We in Britain have for so long taken many things for granted. We accepted the educational value of games, we accepted a love of exercise in the fresh air as part of our way of life, but changing economic and sociological conditions have made us realize the need for planning our approach to sports development.

The formation of the Central Council of Physical Recreation is a practical step which brings all the interested bodies together to consider common problems of sports development and to take appropriate action.

The Central Council of Physical Recreation is *not a* controlling body—it does *not* govern any sport or physical recreational activity and it is *not* run by the Government.

The Central Council of Physical Recreation is a servicing organization—it offers a service on behalf of all the governing bodies of games and sports in England, Wales and Northern Ireland and it works with these bodies to develop their game or sport and to increase the number of persons taking part. But it does *not* interfere with the domestic affairs of any of these bodies.

Although it is not a Government Body, it is subsidised to a large extent by the Ministry of Education, who agree on the Council's terms of reference, but who do not interfere with the carrying out of its work.

In Scotland there is a Scottish Council of Physical Recreation which has recently been granted full automony but still works in close harmony with the C.C.P.R.

Membership in the Council

The Council is under Royal Patronage and our President is H.R.H. The Duke of Edinburgh.

* Mr. McPartlin is senior technical advisor C.C.P.R.

Informal coaching.

Membership of the Council is open to any national organization interested in the development of sport. There are at present more than 200 such organizations in membership of the Council. They include all the major sports Governing Bodies such as the Football Association, the Amateur Athletic Association, the Lawn Tennis Association, the Amateur Boxing Association, as well as statutory and voluntary educational and youth organizations.

How Does the Council do its Job?

The work of the Council is directed through several Committees. The Executive Committee, which determines policy, and the Advisory Sub-Committees, which are concerned with particular aspects of policy. For example, the Games and Sports Advisory Committee, on which is represented each of the Governing Bodies of Sport; the Outdoor Activities Committee, on which is represented organizations concerned with such activities as Camping, Climbing, Canoeing, and Youth Hostelling, and a Welsh Committee with an office in Cardiff.

There are 49 Technical Staff of the Central Council. They are mostly specialists in Physical Education with special training in sports administration, and are based on regional offices in nine towns in different parts of England as well as in Cardiff (Wales) and Belfast (Northern Ireland).

What Services Can the Council Offer?

The Central Council Representative has got to be all things to men and women in matters of sports development. To the large Governing Body, like the Football Association or the Amateur Athletic Association, he may be just a small cog in the machine—helping it to turn over, but lost in the size and power of the machine. To the small Governing Body he is like a benevolent big brother without whom things would not happen. It is difficult to understand this without having it illustrated by examples.

Football

The Football Association has the most advanced plans for the coaching of its sport among all the Governing Bodies in Britain. It spends £10,000 a year on the employment of part-time professional coaches whose services are available to schools, youth clubs and amateur clubs, and on the training of school teachers and youth leaders to become proficient in Soccer coaching. The Central Council fits into this picture by helping to administer this scheme at local level by arranging training courses and demonstrations of coaching and by acting, in some cases, as the County Football Association Coaching Secretary.

Fencing

In the case of Fencing our Representatives have gone into parts of Britain where practically no Fencing was done, and by arranging demonstrations, calling meetings of interested people, set up new clubs—in some counties the number of Fencing clubs has gone up from 1 to 20 in three years, due to a large extent to the efforts of the C.C.P.R.

Skiing

The third example is in connection with a sport which is scarcely practiced at all in Britain. I refer to Norway's national sport—skiing. Here we work in close partnership with the Ski Club of Gt. Britain, who are, of course, members of the Council. Until recent years, skiing for Britons has been the pastime of the wealthier classes—but skiing is now being brought within the reach of hundreds of people who, before the War, would never have experienced the thrill of running down hill on skis. In planning our campaign to popularize skiing, we worked with the Norwegian authorities to stage a ski jump at Hampstead Heath in London in 1949 and in London and Edinburgh in 1950. These demonstrations attracted an audience of some 150,000 people and many hundreds of thousands saw it on television and in the cinema. For many people in Britain, it was their first glimpse of this thrilling sport.

Also in 1950, the C.C.P.R., with the Ski Club of Gt. Britain, planned a Norwegian ski expedition and this has been part of our programme each winter since. We don't take the same people twice as the scheme is for beginners, so that altogether about 2,240 different people have been introduced to the sport.

In order that the men and women who enroll for the Ski Expedition get the maximum benefit from their fortnight on the snow slopes in Norway, the C.C.P.R. organize dry ski training centers in different parts of the country. The British Ski Club supply instructors who train the members of the expedition in the fundamental movements of skiing and make them familiar with the equipment. It has been claimed that this dry ski training reduces the teething stage in learning to ski by two or three days, and greatly reduces the risk of injuries.

Other Aspects

Although the C.C.P.R. does not control anything, there is one exception here because we do, in fact, control two National Recreation Centers. One is at Bisham Abbey, Mr. Marlow on the Thames where the emphasis is on river sports—rowing, sailing and canoeing, although there is also provision for athletics, soccer, rugby, cricket, hockey, tennis, basketball and gymnastics.

The second Center, Lilleshall Hall in Shropshire, was opened in June 1951 by H. M. The Queen (then Princess Elizabeth). This magnificant training center was made possible by a gift of £120,000 from the South African people. We feel that this Center will challenge comparison with any similar Center anywhere in the world. We have been able to provide an athletics training arena with a covered track, a large indoor hall for training, two secondary

Recreation.

halls for dancing and gymnastics; a nine-hole golf course; a ten acre field for the field team games; 9 hard and 3 grass tennis courts; and first class sleeping, washing and dining accommodation, and we have plans later, when and if we get the money, to install a first class swimming pool.

The Scottish Council administer Glenmore Lodge in the Cairngorm mountains of Scotland where it is possible for a short time each year to include skiing in the programme—but for the most part it consists of hill walking, rock climbing, sailing, canoeing and nature study.

Conclusion

In this short article, it is impossible to cover all the aspects of C.C.P.R. work. We run an Information Service, publish and sell sports text books, we also publish a quarterly magazine "Physical Recreation" and run an advisory service to industry; in association with the Industrial Welfare Society we train key men in industry in techniques of lifting and handling; and as propaganda events we stage large-scale Festivals of Sport; in short, we are ready to employ every legitimate means to promote all forms of healthy physical recreation.

Edited by W. K. Streit

Our guest caller is Medric G. McMasters, Central District Director of the Los Angeles Recreation and Parks Department. He has been teaching folk, square and round dancing since 1947 and is currently serving his second term as President of the Round Dance Teachers Association of Southern California.

He has recently done the narration on an album of records of simple folk dances suitable for fourth graders.

The following arrangement, with some on-the-spot additions and/or revisions, is a typical "one night stand" program which has been very successfully used with groups varying in age from public school to pension.

A "One Night" Party Program

AFTER SURVEYING the dances presented since May of 1950 in this section of the Physical Educator it seems desirable to consolidate a number of them and present some ideas of a "one-night" party that can be taught to any group in a two or two-and-a-half hour period. The following is an outline of the program that is fun, easy to teach, and easy for the dancers to learn, yet fairly well-balanced so that by the end of the evening they will have been exposed to a typical "fun-night," using mixers and square dances as a basis for their activities.

To begin, use the mixer—Patty-Cake Polka—Ref: May, 1950.[1] People get a big kick out of this simple dance, and as an "ice breaker" it is excellent.

After they have gone through the pattern six or seven times, the music is stopped. Then they are asked to introduce themselves to the partners they find themselves with and to set up their squares with those partners. The reasons for these procedures are as follows:

1. We must cater to the men and this dance is not too difficult for them to learn, so that with everyone entering into the spirit of the activity, they soon lose their self-consciousness.

2. They also find out that the hand-clapping part is actually the most difficult to learn and the leader can relieve tension by calling their attention to that fact and kidding them along.

3. It has been found that when boy friends and girl friends, husbands and wives, dance together, there usually is one dominant personality and the lesser personality gets pushed around by or leans on the stronger. By making them dance with a friend or a stranger, we accomplish two things:

(a) Each individual is on his best behavior, pays better attention, and is more willing to learn.

(b) It definitely contributes to the sociability of the total situation.

Teaching is limited to four fundamental square dance items:

(a) Dos-a-Dos—Partner and Corner

(b) Grand Right and Left and Promenade Home

(c) Allemande Left and complete the Grand Right and Left

(d) A Walk-Around Swing.

It should not take any group more than 15 minutes to learn these moves. Practice them first as a walk through; next with the music several times; then show them the pattern of "Down the Center and Split the Ring." I use the pattern of the FIRST COUPLE BALANCE AND THE FIRST COUPLE SWING, DOWN THE CENTER AND SPLIT THE RING.

The first couple goes down the center, going between the No. 3 couple, the lady turning to the right and the gent to the left, then walking back home.

LADY GOES RIGHT AND THE GENT GOES LEFT

AND SWING WHEN YOU MEET AT THE HEAD AND THE FEET

DOWN THE CENTER AS YOU DID BEFORE

DOWN THE CENTER AND CUT AWAY FOUR (Lady passing between No. 3 gent and No. 2 Lady; gent between No. 3 Lady and No. 4 gent.)

(1) All references refer to Teachable Dances in specific issues of this magazine, the PHYSICAL EDUCATOR.

SWING WHEN YOU MEET AT THE HEAD AND THE FEET

DOWN THE CENTER AS YOU ALWAYS DO, DOWN THE CENTER AND CUT AWAY TWO. (Lady passing between couple No. 2.) (Gent between couple No. 4.)

AND EVERYBODY SWING AND WHIRL, SWING AND WHIRL, WITH YOUR PRETTY LITTLE GIRL

Walk each couple through the dance, and by mixing up your Dos-a-Dos with Allemande Left and Grand Right and Left, the above can be made into a very simple little beginning dance which is most satisfying to the person who has never square danced before.

Take a five or ten minute break at this time.

Start the second session with another mixer, such as the ALL AMERICAN PROMENADE—Ref: May, 1953. Use the same procedure as before. Ask them to introduce themselves as they should have new partners.

Having set up their squares, teach one more new item: THE CALIFORNIA DO-PA-SO, which in other parts of the United States is DO-SI-DO, the move being Partners take hold of each others left elbow, walk around each other, corners right elbow to right. Exp: This is not an Elbow Hook. It should be done as an Elbow Swing, each taking hold of the other person's elbow and walking around. To finish the move after the corners have walked around each other, come back to your partner, left hand and left hand, the man's right arm around the lady's waist and turn her into place; then going into a Promenade position and promenade back home.

Having learned this move, we are now ready to teach another dance: SASHAY PARTNERS HALF WAY AROUND. Ref: May, 1953.

Another five or ten minute break.

Starting with another Round dance—OKLAHOMA MIXER. Ref: May, 1950. or WALTZ OF THE BELLS.

Partners should be able to dance together for the first time because the most difficult part of the teaching is now over and they are anxious to get together to show off what they have learned and how well they can do it.

Square the sets once more, teach the Singing Call —SOLOMON LEVI—the call for which is:

FIRST OLD COUPLE SEPARATE, GO ROUND THE OUTSIDE TRACK,

KEEP ON GOING AROUND THE SET AND MEET HER COMING BACK.

PASS RIGHT BY YOUR PARTNERS AND HONOR YOUR CORNERS ALL,

TURN ABOUT AND SWING YOUR OWN AND PROMENADE THE HALL.

Variation of above should be:

1. Instead of swing your partners, swing your corners and promenade.

2. The first and third you separate, go round the outside track, etc.

The second and fourth you separate, go round the outside track, etc.

All four couples separate, go round the outside track, etc.

They then keep the same squares they are in and review the things they have had before in the square and are given a hash call of all of the things they have learned previously. Then a rest—Another Round Dance—LILI MARLENE, Ref: May, 1950.

For the final Square Dance of the evening, teach OH, JOHNNY—Ref: October, 1950—and have them do it in a large circle around the hall, finishing with a Grand Right and Left around the large circle, saying "Good Night" to each person they meet.

SAFETY IN THE GYM

It is dangerous to:

1. Trip an opponent in a basketball game.
2. Throw objects or paper airplanes from the bleachers onto the gym floor.
3. Work on the parallel bars or other pieces of apparatus without mats.
4. Play basketball without mats on the walls behind the backboard.
5. Play any game on the gym floor with hardsoled shoes or in stockinged feet.
6. Play a full game of basketball without previous conditioning.
7. Horseplay in the showers.
8. Leave your locker doors open.
9. Push and shove in the bleachers.
10. Wear another person's gym shoes that are too large or too small for you.
11. Play a game with carelessly tied shoestrings.
12. Wear glasses without eye or glass-guards.

—News Bulletin, Delaware Health Physical Education and Driver Education.

BOOK Reviews

Edited by K. W. Bookwalter

BRIGHTBILL, CHARLES K., MEYER, HAROLD D., *Recreation*, New York, Prentice-Hall Inc., 1953. 541pp. $6.35.

This book, a general text and readings, deals with the status and need for organized recreation services. It is designed for the practitioner, the student, and the layman.

Major topics include: Leisure and Recreation in Modern Society; The Theory, Philosophy and Values of Recreation; Recreation Developments in the United States; Recreation and Government; Recreation for Special Interests; Recreation and the Social Institutions; The Relation of Recreation to Other Fields; Factors, Methods, and Principles of Organized Recreation; Factors, Methods, and Principles of Leadership; Factors, Methods, and Principles in Planning Operations and Programs; Physical Resources for Recreation; and Special Recreation Problems.

KARL W. BOOKWALTER.

BYRD, OLIVER E., *Textbook of College Hygiene*, Philadelphia, W. B. Saunders Company, 1953, 443 pp. $4.50.

Based on an exploration of the health *interests* of approximately 15,000 and the health *needs* of about 5,000 college undergraduates, the textbook deals with the top thirty subjects in a functional and public health approach.

The broad areas included are family life education (3 chapters); mental and emotional health (4 chapters); nutrition and weight (3 chapters); care of teeth and eyes (2 chapters); fatigue and rest (1 chapter); tobacco, alcohol, and narcotics (6 chapters); diseases (8 chapters); accidents (1 chapter); health and atomic development (1 chapter); and medical care (1 chapter).

A good index and appropriate illustrations, though sparse, add to the value of the book. It is well written, treats appropriate subject matter and should prove to be an extremely valuable textbook.

J. K. RASH.

DANFORD, HOWARD G., *Recreation in the American Community*, New York, Harper and Brothers, 1953. 463 pp. $5.00.

This book is not only written so that you can understand it but it also makes you want to go and try out the ideas yourself as others have done.

Based upon actual experiences and practices, the book convincingly outlines essential principles of community recreation supported by contemporary authorities.

Youth centers, playgrounds, use of school buildings for recreation, programs for all ages and both sexes, for community and rural recreation are suggested.

For problems of personnel, activities, facilities, organization, finance, and relationships both principles and exemplary practices are outlined.

This is a good introductory text.

KARL W. BOOKWALTER.

EMERY, CURTIS RAY, *Modern Volleyball*, New York, The Macmillan Company, 1953. 144 pp. $2.95.

The introduction includes a history and description of the game. Fundamentals include passing, spiking, serving, receiving and fielding, offensive and defensive plays. Coaching, drills, class organization, program organization, women's volleyball, a glossary, a chronology of winners and an index conclude the text.

Each fundamental phase includes coaching or playing hints. Liberal line drawings add to the clarity of content and new type examinations are available for the student and teacher.

It is a concise and helpful text.

KARL W. BOOKWALTER.

FIELDS, MOREY R., and WEISS, RAYMOND, *Research Monograph Department of Physical Education, Health and Recreation, School of Education, New York University*, New York University, 1952. 212 pp. (mimeographed)

Part I consists of five articles dealing with problems and methods of research pertinent to physical education, health education and recreation. Members of the staff authored these articles.

Part II contains abstracts of 35 doctoral dissertations in the fields mentioned above, plus physiology of exercise, safety, and camping.

This source should be quite helpful with regard to the range of subjects included and suggestive of procedures generally.

KARL W. BOOKWALTER.

GRAHAM, OTTO, *Otto Graham T Quarterback*, New York, Prentice-Hall, Inc., 1953, 223 pp., $3.95.

In this book Otto Graham, star quarterback for the Cleveland Browns, describes and illustrates the many movements of a "T" formation quarterback. Beginning with the stance, he gives a complete progression of a quarterback's movements, including spins, hand-offs, fakes, keep plays, kicks, and passes. The book is written in such a manner that the beginning coach is able to understand its language; yet, because of the minute details considered, it is challenging to the veteran coach.

Every phase of the duties of the quarterback, including the important signal calling duty is considered. Guiding principles for play calling are included to aid quarterbacks. In addition, the book includes the duties, responsibilities and movements of the fullback and halfback.

Mr. Graham closes this well illustrated book with his philosophy of football. Having been a successful high school, college and professional football player, the author is in a good position to impress young players with what should be their proper attitude toward their parents, coach, and school work.

JACK DAUGHERTY.

HOWLAND, IVALCLARE SPROW, *Body Alignment in Fundamental Motor Skills*, New York, Exposition Press, 1953. 192 pp. $4.00.

This book aims to answer: why body alignment should be taught, upon what the teaching should be based, and how it may be applied to other fundamental skills. It is written for students of health and physical education, and for teachers physical education; and for teachers, physical therapists, and clinicians interested in teaching body mechanics through preventive measures.

Psychological, mechanical and physiological principles are developed and enumerated for teaching good body alignment. The meaning and measurement of alignment are discussed for common physical activities. Exercises for training balanced alignent and learning situations are organized in units.

KARL W. BOOKWALTER.

International Conference on Sport and Health
The Royal Norwegian Ministry of Education
Oslo, Norway

The conference on Sport and Health was held under the auspices of the Organizing Committee of the VI Olympic Winter Games, February 25-26, 1952. The conference was held in the Norwegian Medical Society, Oslo. Representatives from 20 countries participated. The conference comprised a special section for Sport-Medical and Physiological subjects.

The publication contains 50 lectures by Doctors of Medicine and other authorities on such subjects as, Physiology of sports, Sport and Education, Sport influence, and Medical Control of Athletics. The great majority of the lectures are presented in English but a few of them are in other languages such as German, French and Italian.

In one of several resolutions passed by the conference *The World Health Organization* was called upon to take the initiative and create working bodies for promoting the healthy regulation of sport activities.

MARKHAM C. WAKEFIELD.

KATCHMER, GEORGE A., *Finance Your Athletic Program*, Minneapolis, Burgess Publishing Co., 1953. 49 pp. $1.75.

Planning for purchasing, the place of the principal, and of the coach, and public relations are four introductory chapters.

Gate receipts, game guarantees, football programs, refreshment stand, class game, scrap drive, school store, movies, shows, square dances, juke box dances, raffles, school carnival, athletic banquet, alumni drive, budget ticket, solicitation of clubs, intramurals, hall rental, roller skating parties, schedules, athletic transportation, parents' clubs, bake sale, varsity night, physical education day, towel system, clinics, special promotions, football camp, tag day soup sale, are all listed as potential money makers and hints given for their conduct.

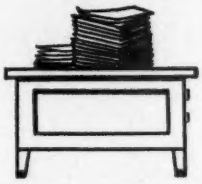
KARL W. BOOKWALTER.

KINSEY, ALFRED C., POMEROY, WARDELL B., MARTIN, CLYDE E., and GEBHORD, PAUL H., *Sexual Behavior in the Human Female*, Philadelphia, W. B. Saunders Company, 1953. 542 pp. $8.00.

This companion volume to the similar study of the male is based upon 15 years of research. It is derived from interviews with nearly 8,000 women and is supported by the counsel of scientists from many fields and by grants from national foundations. It is aimed at providing scientific facts, at aiding in problems of marital adjustment, in guidance of youth, and directing subsequent legislation in matters of sex offenses.

The claims of this source are even more moderate than for the previous volume. Persons from practically all walks of life have been interviewed. The findings should be studied and evaluated by all persons interested in the behavior of humans and may be helpful in planning "family living and human relations" courses or units. You may not agree with or like some of the facts presented; you should still be aware of them.

KARL W. BOOKWALTER.



Recent ARTICLES

Edited by Henry J. Montoye

ASTRAND, P. O., "Study of Bicycle Modifications Using a Motor Driven Treadmill—Bicycle Ergometer," *Arbeitsphysiologie* 15:23-32, 1953.

The results of a series of experiments employing the Douglas bag method of determining oxygen intake were described, in which the influence of bicycle modifications on working efficiency was studied. Differences in pedal crank length between sixteen and twenty cm. and differences in head angle (angle between top tube and front fork) between sixty-five and seventy-five degrees did not influence working efficiency. Different types of tires with air pressure held constant resulted in different working efficiencies; racing tires were best. Working efficiency can also be improved by changing the gear ratio. Hence, from the physiological point of view, it is highly desirable to equip a racing bicycle with a gear hub with several ratios.

HENRY J. MONTOYE.

BURKE, W. E., *et al.*, "The Relation of Grip Strength and Grip-Strength Endurance to Age," *Journal of Applied Physiology*, 5:628-630, April, 1953.

Three hundred and eleven normal males, age twelve to seventy-nine served as subjects. The boys of school age were attending school and the adults were heterogeneous as to occupation. A strain gauge grip apparatus was employed. Grip-strength endurance was computed as the mean grip-strength for one minute.

The results indicated that there is a rapid increase in maximum grip strength and in grip-strength endurance from twelve to twenty-five years of age. After the twenty-fifth year, there is a gradual decrease in both measures up to seventy-nine years. The maximum grip and grip endurance of the seventy-five—seventy-nine year group was about equal to the twelve-fifteen year group.

HENRY J. MONTOYE.

HAMAR, STEN, and OBRINK, KARL, "The Inhibitory Effect of Muscular Exercise on Gastric Secretion," *Acta Physiologica Scandinavica*, 28:152, 1953.

When gastric secretion was induced through food feeding, it was demonstrated that muscular exercise (running on a treadmill, but not to exhaustion) does increase secretion. Body temperature rose also, but this was not the causal factor in the reduction of gastric secretion, since, when histamine was used the increase in temperature did not correspond to the secretion decrease. Greater intensity of work effected by raising one end of the treadmill, further decreased secretion. When blood was taken from a dog, immediately after exercise, and injected into a resting dog, the recipient who had been stimulated to secrete, showed a decrease. Placebo injections (controls) were made. The author concluded from these experiments that some material in the blood as a result of exercise, and not the decrease in circulation to the gastric region, caused decreased secretion.

HENRY J. MONTOYE.

PRENDERGAST, JOSEPH, "The International Recreation Service and the United Nations," *Recreation*, XLVII:8-10, *Jan.* 1954.

The International Recreation Service was established in 1952 for the purpose of furthering the exchange of knowledge and experiences as well as bringing together the various groups interested in recreation throughout the world. It has an advisory committee composed of the leading recreation authorities in the country.

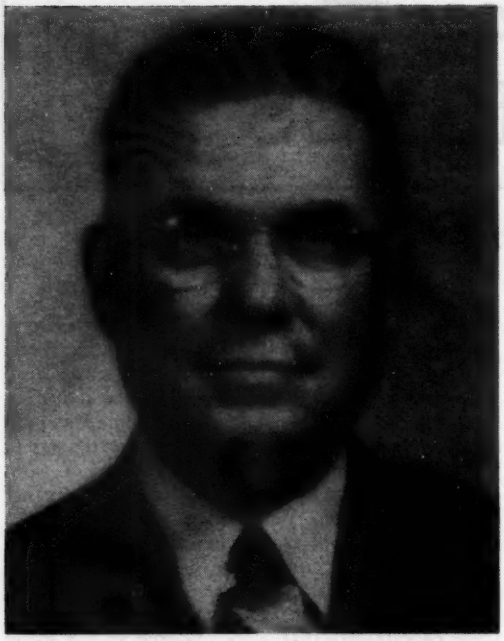
Assistance is provided to various governments in the social fields in three general ways:

Expert advice, fellowships and scholarships and conferences, seminars and training centers.

The International Recreation Service, which is associated with the National Recreation Association, works closely with the Department of Social Affairs of the U. N. as well as all the other U. N. agencies concerned with social services. An International Recreation Congress is being planned for the near future.

JOHN A. FRIEDRICH.

Who's Who in Our Profession

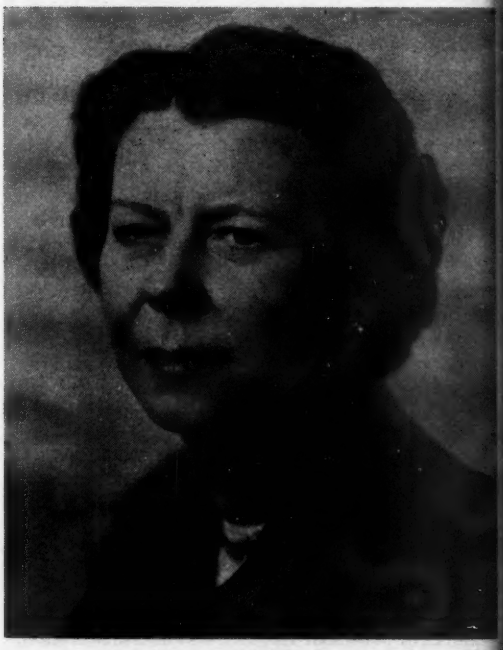


THOMAS E. McDONOUGH

THOMAS E. McDONOUGH was born in LaCrosse, Wisconsin, November 29, 1898. He attended Champion College and LaCrosse (Wis.) High School, graduated from LaCrosse Normal, attended Columbia University, Peabody College (B. S. 1927 and A.M. 1928) and took advanced graduate work at Louisiana State University and the University of Kentucky. He has served as Director of Physical Education at Bluffton, Indiana; Supervisor, Milwaukee, Wisconsin; Instructor, Peabody Demonstration School; Professor and Director, Eastern Kentucky State College, Richmond, Kentucky; Visiting Professor at Louisiana State University; and Director of the Division and Professor of Physical Education and Athletics at Emory University, Georgia, 1942 to date. He has served as a Camp Director and was a football and basketball official for 25 years.

Mr. McDonough has written numerous articles and is co-author and editor of *The Rainbow Rhythm Book* and three series of *Rainbow Rhythm Records.* He has been President of the College Physical Education Association; Southern District, A.A.H.P.E.R.; and the Kentucky and Georgia H.P.E.R. Associations; was the recipient of the Honor Award for the National (1944) and Southern District (1951) A.A.H.P.E.R.; was given the Anderson Award in 1953; and the American Academy of Physical Education Creative Award in 1953. He was elected a Fellow in the Academy in 1953.

Mr. McDonough is a member of Phi Delta Kappa; Kappa Phi Kappa; Alpha Sigma Phi (social); Omicron Delta Kappa; and is listed in *Who's Who in American Education, and Leaders in Education.* He is at present serving as a member of the Board of Directors of the National and Southern District A.A.H.P.E.R.



ELEANOR METHENY

ELEANOR METHENY was born in Manhattan, Illinois, on June 20, 1908. She received B.S. from the University of Chicago in 1928; the M.A. from the State University of Iowa in 1939, and the Ph. D. from there in 1940.

Her professional teaching began in Bensenville, Illinois, where she taught mathematics and physical education. In 1934-40, she served as Research Assistant in Child Welfare and Physical Education, State University of Iowa. From 1940-42, she was an Assistant Professor at Wellesley College. Since 1942, Dr. Metheny has been Professor of Education and Physical Education at the University of Southern California. She has also rendered service to the Women's Ambulance and Defense Corps of America, and acted as Consultant, War Department, Japan and U. S. Military Government, Korea, in 1947.

Memberships and offices include: Vice-president, Physical Education; Chairman, Research Section; Chairman, Research Committee of the National Section Women's Athletics; and Chairman, Measurement and Evaluation Section—of the A.A.H.P.E.R.; Secretary, American Academy of Physical Education; Chairman, American Committee for Pan-American Institute of Physical Education; member of Sigma Xi, Phi Kappa Phi, Phrateres, Mortar Board, and Delta Psi Kappa societies.

Dr. Metheny is the author of *Body Dynamics,* (1952), and *Breathing Capacity and Grip Strength of Pre-School Children,* (1940). She is listed in *Who's Who in America, American Men of Science,* and *Leaders in Education.*

ELEANOR METHENY